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ABSTRACT

The purpose of this survey was to determine how public school teachers view the need to perform certain job-related responsibilities and the adequacy of their college preparation for meeting those duties. The responses to the questionnaire are presented in tabular form. A copy of the questionnaire is appended to this report. (JD)

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PROFESSIONAL EDUCATORS' PERCEPTIONS OF TEACHING RESPONSIBILITIES AND SATISFACTION WITH COLLEGE PREPARATION

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PURPOSE

Improvement of instruction receives high priority in the efforts of educational leaders in the State. Improvement of instruction is based on the assumption that competent teachers have acquired certain definable skills necessary to carry out their teaching tasks and responsibilities. Teachers acquire those skills in a number of ways. One avenue for skill acquisition is through college preparation. Other avenues for acquisition of teaching skills include work experiences that entail interactions with supervisors, peers, parents, and students; in-service training programs; and professional growth activities.

The purpose of this study is to ascertain how teachers in the public schools in the suburban school districts of metropolitan Omaha:

a. view the need to be able to perform certain professional and job related responsibilities, and
b. view the adequacy of their college preparation to prepare them to meet those responsibilities.

The study further asks teachers to indicate to what extent they believe teacher educators and their training programs should and do engage in certain practices that are related to the development of teacher skills and competencies.

METHOD

A survey instrument was developed to collect data from teachers. The survey instrument was based on the needs assessment model presented in, River City High School Guidance Service, A Conceptual Model, developed by the American College Testing Program (1976).

This model of needs assessment provides for the identification of needs as well as an indication of whether or not the needs have been met.

The model further allows for the establishing of priorities by considering both the degree of need (Need Index) and the extent to which the need has (Satisfaction Index) or has not (Dissatisfaction Index) been met.

Thus, the first part of the survey contained 65 items describing job responsibilities or professional responsibilities. Respondents were asked to indicate the extent of their current need to be able to perform each job responsibility by indicating No Need, a Weak Need, a Moderate Need, or a Strong Need.

Respondents further indicated the extent each job responsibility need was met by formal college courses, even if they currently had no need. This was done by indicating the need was Met, Partially Met, or Not Met.

SOURCE OF ITEMS AND REVIEW

The 65 items describing job or professional responsibilities of teachers were divided into six topical categories patterned after the categories developed by the National IOTA Council (1970). The categories included: The Teacher as an Instructional Leader, The Teacher as a Child Advocate and Adviser, The Teacher as a Translator of Society, The Teacher as a Member of the Teaching Staff, The Teacher as a Professional, and The Teacher as a School-Community Liaison. The

items in each category were adapted from material developed by the National IOTA Council (1970) and from a similar survey concerning job responsibilities of school guidance counselors (Harding and others 1977). In addition, the Millard Reading Facilitator and Assistant Superintendent of Instruction compiled the items in the category of The Teacher as an Instructional Leader.

The completed items were critiqued by a selected sample of experienced elementary and secondary classroom teachers, resource teachers, Title I tutors, and guidance counselors.

The second part of the survey contained twenty-two statements describing practices of teacher educators and teacher education programs. Respondents were asked to indicate the extent to which they believe teacher education programs should include the practices and the extent to which they believe teacher education programs do include those practices. A five-point scale, indicating to a great extent, moderate extent, some extent, limited extent, and not at all, was used.

The twenty-two statements describing the practices of teacher educators and their programs were adapted from items on a similar survey concerning counselor educators and their programs which were based on statements from articles in a number of journals of The American Personnel and Guidance Association (Musselman 1976, Williamson 1975, Adkins 1977, Carr 1977, Pine 1975, Gysbers 1972, Berdie 1977, and Moracco 1977).

The completed items were reviewed by a small sample of experienced elementary and secondary classroom teachers, resource teachers, Title I tutors, and guidance counselors.

SUBJECTS

The survey was given to 469 teachers in the Millard Schools, excluding psychologists, counselors, and librarians.

The survey was also administered to a stratified random sample of teachers from six suburban schools in the Omaha area. The sample of 256 teachers was 16.6% of the 1541 teaching staff of those six schools, excluding psychologists, counselors, and librarians. Thus, 725 surveys were distributed, and a total of 517 were returned. This is a 71.31% return.

Surveys were distributed to teachers on May 1, 1978. Surveys were distributed through the mail service of each school. Teachers of the Millard Schools returned their surveys through the school mail, while teachers from other schools returned theirs through the U.S. mail service, using stamped and addressed envelopes that were provided.

Demographic Information

The survey was returned by 517 teachers. Of those returned, 507 were completed sufficiently to be used in the study.

The following demographic information depicts the 507 returned.

TABLE 1 - Sex of Respondents

	Number	Percent
1. Female	357	70.4
2. Male	149	29.4
3. No Response	1	.2
	507	100.0

Sex of Respondents: Table 1 indicates that 357 or 70.4% of the respondents were female and 149 or 29.4% were male. Table 1 indicates that .2% did not respond to that item.

TABLE 2 - Ages of Respondents

	Number	Percent
1. 21-25	117	23.1
2. 26-30	187	36.9
3. 31-35	92	18.1
4. 36-40	41	8.1
5. 41-45	25	4.9
6. 46+	45	8.9
	507	100.0

Ages of Respondents: Table 2 indicates that 60% of the respondents were between the ages of 21 and 30, 18.1% between the ages of 31 and 35, and 21.9% were 36 years of age or older.

The largest group (36.9%) was the 26 to 30 year age group. This was followed by 23.1% in the 21 to 25 year age group.

TABLE 3 - Type of Degree Held

	Number	Percent
1. BA or BS	287	56.6
2. MA or MS	189	37.3
3. MA or MS + 30 hours	27	5.3
4. ED Spec	4	0.8
5. EDD or PhD	0	0
	507	100.0

Type of Degree Held: Table 3 indicates the types of degrees held by respondents. Holders of Bachelor of Arts or Bachelor of Science degrees constituted 56.6% of the respondents, contrasted with 37.3% who hold Masters degrees. Only 5.3%

hold a Masters degree plus 30 hours, and .8% hold an Educational Specialists degree.

TABLE 4 - Date Last College Degree Received

		Number	Percent
1.	1957 or Before	11	2.2
2.	1958-1962	20	3.9
3.	1963-1967	36	7.1
4.	1968-1972	127	25.0
5.	1973-1977	311	61.3
6.	No Response	2	.4
		507	99.9

Date Last College Degree Received: Table 4 indicates that 61.3% of the respondents received their last degree from 1973 to 1977, while 25% received their last degree from 1968 to 1972. Thus, 13.2% received their last college degree in 1967 or before.

TABLE 5 - Number of Years Teaching Experience

		Number	Percent
1.	1-2	96	18.9
2.	3-5	144	28.4
3.	6-10	170	33.5
4.	More than 10	97	19.1
		507	99.9

Number of Years Teaching Experience: Table 5 indicates 18.9% of the respondents had 1-2 years of experience, 28.4% had 3-5 years teaching experience, 33.5% had 6-10 years experience, and 19.1% had more than 10 years teaching experience.

TABLE 6 - Area of Specialization

		Number	Percent
1.	Science	33	6.5
2.	Math	38	7.5
3.	Social Studies	30	5.9
4.	English	51	10.1
5.	Music	22	4.3
6.	Art	7	1.4
7.	Phys. Ed.	18	3.6
8.	Voc. Ed.	26	5.1
9.	Elem. Ed.	220	43.4
10.	Special Ed.	31	6.1

TABLE 6 - Area of Specialization (Continued)

	Number	Percent
11. Other	29	5.7
12. No Response	2	0.4
	507	100.0

Area of Specialization: Table 6 indicates that 43.4% of the respondents were elementary education specialists, and 10.1% specialized in English-Language Arts. The other respondents were fairly evenly divided among areas of specialization.

TABLE 7 - Place Degree Received

	Number	Percent
1. In same state	385	75.9
2. In other state	122	24.1
	507	100.0

Place Degree Received: Table 7 indicates whether respondents received their college degree in Nebraska or in another state. Nebraska colleges were the source of degrees for 75.9% of the respondents, while 24.1% of the teachers indicated that they received their degree from an out of state college.

TABLE 8 - Employment Setting

	Number	Percent
1. Elementary School(s)	271	53.5
2. Junior High/Middle School	129	25.4
3. High School	102	20.1
4. All Grades	5	1.0
	507	100.0

Employment Setting: Table 8 indicates that 53.5% of the respondents work in elementary schools, 25.5% in junior high or middle schools, 20.1% in high schools, and 1% indicated they work in all grades.

TABLE 9 - School Enrollment

		Number	Percent
1.	1-199	7	1.4
2.	200-499	72	14.2
3.	500-799	204	40.2
4.	800-1,099	47	9.3
5.	1,100-1,399	82	16.2
6.	1,400-1,699	20	3.9
7.	1,700-1,999	49	9.7
8.	2,000 or more	18	3.6
9.	Out of range	8	1.5
		507	100.0

School Enrollment: Table 9 indicates that 40.2% of the respondents are employed in schools with an enrollment of 500-799 students, while 16.2% work in schools with an enrollment of 1,100-1,399 students, and 14.2% work in schools with enrollments from 200-499 students.

NEEDS ASSESSMENT SURVEY - COLLEGE PREPARATION-OVERVIEW

Respondents were presented with a list of sixty-five statements reflecting possible professional and job-related responsibilities. Respondents were asked to indicate the degree of need they have to perform each professional or job related responsibility by indicating: (1) No Need, (2) A Weak Need, (3) A Moderate Need, or (4) A Strong Need (See Table 10).

Respondents were also asked to indicate how they perceived the adequacy of their college preparation for each job responsibility listed, even if they currently had no need to perform some of the responsibilities. For each statement they were asked to indicate their perception of the adequacy of their college preparation by selecting one of the following choices: (1) Met, (2) Partially Met, and (3) Not Met.

NEEDS ASSESSMENT - COLLEGE PREPARATION-RESULTS

Techniques used to tabulate and analyze the data were patterned after those described in, River City High School Guidance Services - A Conceptual Model, by The American College Testing Program (1976).

The data was organized to answer the following questions:

1. What do teachers who participated in the survey identify as their strongest job responsibility needs?
2. How well do these teachers think their needs have been met by their college preparation?

The initial step in answering these questions was to develop a "Need Index" for each of the 65 items. The Need Index is determined by the following

equation:

$$\text{Need Index} = \frac{\text{Moderate Need Responses + Strong Need Responses}}{\text{Total Responding To The Item (No Need + Weak Need + Moderate Need + Strong Need)}}$$

The Need Index indicates the percent of respondents for each item that indicated the need was a moderate or strong need.

Also for each item a "Dissatisfaction" or "Not Met" Index was calculated to indicate the percent of respondents for each item who indicated the need was only partially met or not met by college preparation.

The Dissatisfaction Index was calculated for each item by the following equation:

$$\text{Dissatisfaction (Not Met) Index} = \frac{\text{Need Partially Met Response} + \text{Need Not Met Response}}{\text{Total Responses To The Item (Need Met + Need Partially Met + Need Not Met)}}$$

Each item was then placed in a "Priority Quadrant Matrix". The researchers elected to use .7000 or 70% as the cutoff point for the cell division for each item. The Need Index number and the Dissatisfaction (Not Met) Index number for each item are located in a quadrant (See Table 11).

An item which has a Need Index of 70% or higher and a Dissatisfaction (Not Met) Index of 70% or higher would be in the High Priority cell (High-High, HH).

An item which has a Need Index lower than 70% and a Dissatisfaction Index lower than 70% would be in the Low Priority cell (Low-Low, LL).

An item which has a Need Index of 70% or higher and a Dissatisfaction Index lower than 70% would be in the Moderate Priority cell (High-Low, HL).

An item which has a Need Index lower than 70% and a Dissatisfaction Index of 70% or higher would be in the Moderate Priority cell (Low-High, LH).

Table 12 contains the Needs Assessment Data Summary for all respondents. Included in this Table for each item are the Need Index and Dissatisfaction (Not Met) Index. Also included in Table 12 are the Priority Quadrant designations for each item.

The results of this portion of the survey relating to job responsibilities and college preparation are presented in Table 13 by dividing the 65 items into the six topical categories. Within each category, data is presented for all teachers indicating the number and percent of items assigned to the different quadrants.

A Chi Square analysis ($X^2 = 1.1936, 3$d.f.) indicates there are no differences in the ratios of items in the various priority quadrants of elementary teachers,

junior high teachers, and high school teachers, other than differences which might be expected from sampling fluctuation. However, the data included in both tables 12 and 13 is presented by different worksettings in Appendix A.

Table 13 demonstrates that for All Teachers, 40 items (61.54%) were assigned to HH quadrant, 9 items (13.58%) to HL quadrant, 16 items (24.61%) to LH quadrant, and no items to LL quadrant.

It is apparent through inspection of the topical categories that Category D, The Teacher As A Member Of The Teaching Staff, has the highest percentage of items in the High-High quadrant (90.91%), with 10 of the 11 items falling in that quadrant.

Thus, at least 70% of the respondents perceive the job responsibility items as ones they have a moderate to strong need to be able to do. At least 70% of the group also felt that their college training only partially prepared them or did not prepare them to perform these responsibilities.

The items in this category reflect the idea that the teacher, rather than functioning alone in the classroom, is a member of a professional team which operates the school in general. Therefore, from the significantly high number of items in the High-High quadrant, the respondents to this survey perceived this general area as an important one but one for which their college program only partially or did not prepare them to meet.

For Category B, The Teacher As A Child Advocate And Adviser, 14, or 77.78% of the 18 items, are in the High-High quadrant. Thus, 14 items were in the High-High quadrant, one in the High-Low (high need-adequate training), and three in the Low-High (low need and not prepared) quadrant.

The items in this category reflect the idea that one role of the teacher is as a facilitator in the development of the affective domain as well as the cognitive domain. The teacher aids students in understanding themselves and in developing positive self-concepts. He or she refers students and families to specialists within and outside of the school system when necessary, and works in the classroom with students who have a variety of special needs. The results of this survey indicate that the respondents perceive themselves as having a high need to meet the academic, social, and emotional needs of students with special needs and a significantly high number felt that their college program only partially or did not prepare them for that aspect of their role.

In addition, they expressed a high need to act as advisers in the classroom and to communicate effectively with the families of their students but a high percentage felt either partial satisfaction or were not satisfied with their preparation for that role.

For Category A, The Teacher As An Instructional Leader, nine, or 64,29% of the 14 items, were listed in the High-High quadrant, four items (28.57%) in the High-Low quadrant (high need and prepared) and one item was in the Low-High quadrant.

The items in this category address the role of the teacher in motivating students and planning appropriate instructional and evaluational activities for individual students and for groups of students, as well as the need to assess, diagnose, and remediate individual student's learning difficulties. Therefore,

the respondents to this survey expressed a high need to serve as an instructional leader but did not feel adequately prepared according to the criteria established by the researchers.

Category C, The Teacher As A Translator of Society, has seven items. Four items, or 57.14%, are in the High-High quadrant and three are in the Low-High quadrant. None are in the High-Low quadrant.

The respondents to this survey perceived a high need to be able to teach students skills in problem solving and in working cooperatively as one of a group. In addition, they felt it was important to prepare students to live in a constantly changing society and to understand the culture in which they live as well as other cultures. However, a majority indicated that their college preparation prepared them only partially or not at all to meet that need.

Category F, The Teacher As A School-Community Liaison, contains six items. In the role of a school-community liaison, the teacher is the interpreter for the school, its programs and goals to the community, and the facilitator of teacher-community involvement.

Four of the items were rated in the Low-High quadrant (low need and not prepared), two were listed in the High-High quadrant, and none were in the High-Low quadrant.

The respondents to this survey perceive a high need to use parents within the school setting and to join in partnership with parents to reinforce school efforts but a majority felt only partially or not prepared to do so.

Category E, The Teacher As A Professional, contains nine items which are related to both personal and professional growth and development and to the development of skills to conduct classroom research. Four of these items were in the High-Low quadrant, four items in the Low-High quadrant, and only one item was in the High-High quadrant.

The teachers perceived a high need to learn skills to conduct classroom research with a goal of improvement of teaching skills but a majority perceived their training as not or only partially meeting the needs.

Over all categories, 40 items were listed in the High-High quadrant, nine items in the High-Low quadrant, 16 in the Low-High quadrant, and nine in the Low-Low quadrant. Therefore, the respondents to this survey felt that 49 of the 65 items reflected important job responsibilities and only 16 of the items did not meet the researchers standards as high need responsibilities. Also, this indicates that the respondents felt that they were inadquately prepared in 56 of the 65 potential professional responsibilities, 40 of which were rated as high need items.

There were only nine of the total 65 job responsibilities in which the teachers felt adequately prepared by their college experience and each of those were high need responsibilities. Even the 16 job functions which were rated by the respondents as having a lower need were also rated as being only partially met by their college preparation.

Need Priorities by Quadrant

Table 14 portrays the Need Index for each item, in rank order, within each Priority Quadrant.

TABLE 10
NEEDS ASSESSMENT SURVEY ITEMS - COLLEGE PREPARATION

JOB RESPONSIBILITIES

A. THE TEACHER AS AN INSTRUCTIONAL LEADER

1. Develop curriculum materials and plan instructional activities that will meet the unique needs of each boy and girl in the classroom.
2. Develop a grouping plan which is appropriate to the needs of each student.
3. Use adequate testing measures and procedures to determine whether or not the student is thoroughly familiar with the content.
4. Develop instructional activities that allow the students to participate in selecting what and how they will learn.
5. Use principles of growth and development to plan learning activities.
6. Assess the current level of functioning of students in basic subject areas.
7. Plan effective instructional activities based on educational diagnosis.
8. Evaluate the effectiveness of instructional activities.
9. Integrate career education information into the regular curriculum.
10. Teach reading as part of every subject or course.
11. Plan and implement strategies that adequately motivate all students.
12. Use a wide variety of media effectively.
13. Use effective classroom management techniques.
14. Assess, diagnose, and remediate student's learning difficulties.

B. THE TEACHER AS A CHILD ADVOCATE AND ADVISER

15. Conduct effective classroom guidance activities that help students with personal, educational, and vocational concerns.
16. Collect and effectively utilize information from cumulative records, including standardized achievement test scores, anecdotal records, and health records.
17. Understand and use information from students' confidential folders such as psychological, psychiatric, or medical reports.
18. Conduct effective parent conferences.

19. Assess student behavioral and social problems.
20. Make appropriate student or family referrals to specialized services within the school such as the guidance counselor and other specialists.
21. Make appropriate student referrals to community agencies.
22. Predict the effects of his/her own behavior on school staff, students, and parents.
23. Use the interpersonal skills of warmth, friendliness, and interest with students, staff, and parents when appropriate.
24. Understand laws, as they relate to parent and student rights, student records, and confidentiality.
25. Meet the academic, social, and emotional needs of drug abusers.
26. Meet the academic, social, and emotional needs of students from single parent families.
27. Meet the academic, social, and emotional needs of student who are discipline problems.
28. Meet the academic, social, and emotional needs of students experiencing death of relatives or friends.
29. Meet the academic, social, and emotional needs of students moving in or out of the school district.
30. Meet the academic, social, and emotional needs of students experiencing abuse and neglect.
31. Meet the academic, social, and emotional needs of special education students mainstreamed in the classroom.
32. Meet the academic, social, and emotional needs of students with family problems such as a divorce, alcoholism, etc.

C. THE TEACHER AS A TRANSLATOR OF SOCIETY

33. Teach students the values accepted in the local community.
34. Teach students an understanding of their own culture and other cultures.
35. Teach skills and attitudes which will prepare students to live in a changing democratic society.
36. Teach students to identify and analyze social problems of this country.
37. Teach problem-solving skills to students.
38. Teach skills in cooperation and provide opportunities for students to learn to work effectively as group members.

TABLE 10 (Continued)

39. Develop leisure time interests of students.

D. THE TEACHER AS A MEMBER OF THE TEACHING STAFF

40. Develop effective working relationships with administrative and supervisory personnel.

41. Recognize the formal and informal decision-making processes within the school and within the district.

42. Effectively communicate professional needs and wants to personnel within the school and/or district.

43. Articulate the goals of his/her classroom program to other staff.

44. Develop program goals that fit in the sequence of skills and objectives of previous and subsequent courses.

45. Be an effective participant on curriculum development committees.

46. Help assess needs of the school (student, curriculum, and activities).

47. Work effectively with other staff to help plan extra-curricular activities for students.

48. Respond with understanding to the needs and concerns of other staff members.

49. Work cooperatively with specialists such as psychologists, counselors, and special education staff.

50. Assume, with a positive attitude, his/her fair share of extra assignments assigned by administrators.

E. THE TEACHER AS A PROFESSIONAL

51. Demonstrate an understanding of the roles of local, state, and national teacher organizations in the power structures of teachers.

52. Effectively participate in recruitment of teachers.

53. Articulate the reasons for belonging to professional associations.

54. Act in accordance with a personal code of ethics.

55. Conduct classroom research to improve his/her own teaching skills.

56. Articulate a well defined philosophy of education.

57. Work to improve legislation related to education through positive political activity.

58. See the need for continued self-growth and education.

TABLE 10 (Continued)

59. Act in accordance with the professional code of ethics.

F. THE TEACHER AS A SCHOOL-COMMUNITY LIAISON

60. Effectively plan and implement a program utilizing parents and other community organizations.

61. Represent the school as an active participant in community organizations.

62. Effectively stimulate classroom visitations by parents, grandparents, and other interested people.

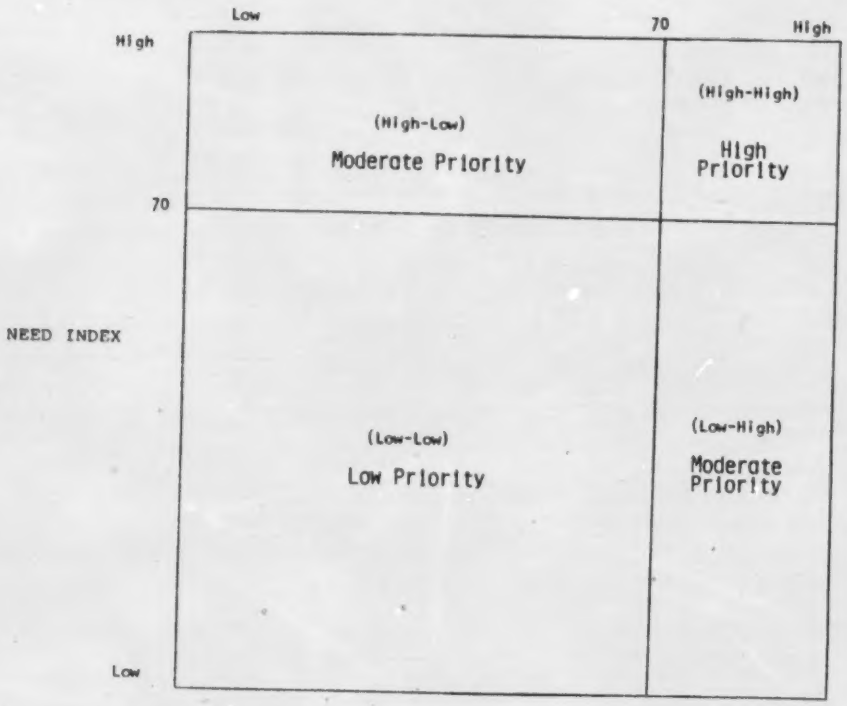
63. Speak to public groups on educational subjects about which he or she is knowledgeable.

64. Effectively participate in parent-teacher organizations.

65. Provide parents with activities and information they may use at home to reinforce efforts of the school.

TABLE 11

PRIORITY QUADRANT MATRIX



(13)

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TABLE 12

NEEDS ASSESSMENT
DATA SUMMARY

ALL TEACHERS

A. THE TEACHER AS AN INSTRUCTIONAL LEADER

Item	Need Index	Dissatisfaction (Not Met) Index	Priority Quadrant
1	89.44	77.46	HH
2	79.15	78.34	HH
3	87.82	64.20	HL
4	59.40	83.29	LH
5	81.45	63.00	HL
6	89.29	69.24	HL
7	89.69	76.82	HH
8	89.09	72.87	HH
9	70.02	85.77	HH
10	80.08	73.31	HH
11	94.16	81.57	HH
12	87.37	52.11	HL
13	91.96	71.71	HH
14	90.58	86.08	HH

B. THE TEACHER AS A CHILD ADVOCATE AND ADVISER

Item	Need Index	Dissatisfaction (Not Met) Index	Priority Quadrant
15	75.50	87.70	HH
16	69.81	79.71	LH
17	77.66	83.91	HH
18	88.53	82.59	HH
19	91.70	87.73	HH
20	82.49	82.49	HH
21	64.91	91.85	LH
22	73.67	89.50	HH
23	87.01	67.41	HL
24	86.06	84.69	HH
25	61.53	91.79	LH
26	87.29	93.89	HH
27	91.71	91.22	HH
28	72.98	92.90	HH
29	79.79	90.85	HH
30	81.04	93.89	HH
31	88.70	93.68	HH
32	86.89	94.30	HH

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TABLE 12 (Continued)

C. THE TEACHER AS A TRANSLATOR OF SOCIETY

Item	Need Index	Dissatisfaction (Not Met) Index	Priority Quadrant
33	67.95	89.00	LH
34	75.80	78.18	HH
35	81.78	78.89	HH
36	68.90	94.04	LH
37	89.27	72.56	HH
38	89.47	70.90	HH
39	69.07	79.71	HH

D. THE TEACHER AS A MEMBER OF THE TEACHING STAFF

Item	Need Index	Dissatisfaction (Not Met) Index	Priority Quadrant
40	85.28	80.16	HH
41	75.50	88.03	HH
42	79.47	88.18	HH
43	76.25	79.83	HH
44	83.50	72.33	HH
45	77.30	84.34	HH
46	80.64	89.00	HH
47	61.64	86.93	LH
48	81.69	81.33	HH
49	86.54	80.93	HH
50	77.57	74.27	HH

E. THE TEACHER AS A PROFESSIONAL

Item	Need Index	Dissatisfaction (Not Met) Index	Priority Quadrant
51	67.81	83.77	LH
52	37.29	93.59	LH
53	55.78	81.15	LH
54	81.60	57.08	HL
55	81.65	74.59	HH
56	74.34	59.67	HL
57	61.69	95.08	LH
58	88.88	51.52	HL
59	87.14	52.15	HL

(14)

TABLE 12 (Continued)

F. THE TEACHER AS A SCHOOL-COMMUNITY LIAISON

Item	Need Index	Dissatisfaction (Not Met) Index	Priority Quadrant
60	75.05	87.32	HH
61	64.09	85.86	LH
62	63.89	81.31	LH
63	51.11	89.39	LH
64	68.57	79.46	LH
65	84.34	83.40	HH

TABLE 13

Category A - The Teacher As An Instructional Leader - 14 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	9 (64.29%)	4 (38.57%)	1 (7.14%)	0

Category B - The Teacher As A Child Advocate And Adviser - 18 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	14 (77.78%)	1 (5.50%)	3 (16.67%)	0

Category C - The Teacher As A Translator Of Society - 7 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	4 (57.14%)	0	3 (42.86%)	0

Category D - The Teacher As A Member Of The Teaching Staff - 11 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	10 (90.91%)	0	1 (9.10%)	0

Category E - The Teacher As A Professional - 9 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	1 (11.11%)	4 (44.44%)	4 (44.44%)	0

Category F - The Teacher As A School-Community Liaison - 6 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	2 (33.33%)	0	4 (66.67%)	0

All Categories - 65 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	40 (61.54%)	9 (13.85%)	16 (24.61%)	0

TABLE 14
NEED PRIORITIES BY QUADRANT

High-High Quadrant

Priority	Item Number	Need Index	Item
1	11	.9416	Plan and implement strategies that adequately motivate all students.
2	13	.9196	Use effective classroom management techniques.
3	27	.9171	Meet the academic, social, and emotional needs of students who are discipline problems.
4	19	.9170	Assess student behavioral and social problems.
5	14	.9058	Assess, diagnose, and remediate students' learning difficulties.
6	7	.8969	Plan effective instructional activities based on educational diagnosis.
7	38	.8947	Teach skills in cooperation and provide opportunities for students to learn to work effectively as group members.
8	1	.8944	Develop curriculum materials and plan instructional activities that will meet the unique needs of each boy and girl in the classroom.
9	37	.8927	Teach problem-solving skills to students.
10	8	.8909	Evaluate the effectiveness of instructional activities.
11	31	.8870	Meet the academic, social, and emotional needs of special education students mainstreamed in the classroom.
12	18	.8853	Conduct effective parent conferences.
13	26	.8729	Meet the academic, social, and emotional needs of students from single parent families.

TABLE 14 (Continued)

Priority	Item Number	Need Index	Item
14	32	.8689	Meet the academic, social, and emotional needs of students with family problems such as a divorce, alcoholism, etc.
15	49	.8654	Work cooperatively with specialists, such as psychologists, counselors, and special education staff.
16	24	.8606	Understand laws, as they relate to parent and student rights, student records, and confidentiality.
17	40	.8528	Develop effective working relationships with administrative and supervisory personnel.
18	65	.8435	Provide parents with activities and information they may use at home to reinforce efforts of the school.
19	44	.8350	Develop program goals that fit in the sequence of skills and objectives of previous and subsequent courses.
20	20	.8249	Make appropriate student or family referrals to specialized services within the school such as the guidance counselor and other specialists.
21	35	.8178	Teach skills and attitudes which will prepare students to live in a changing democratic society.
22	48	.8169	Respond with understanding to the needs and concerns of other staff members.
23	55	.8165	Conduct classroom research to improve his/her own teaching skills.
24	30	.8104	Meet the academic, social, and emotional needs of students experiencing abuse and neglect.

(16)

TABLE 14 (Continued)

Priority	Item Number	Need Index	Item
25	46	.8064	Help assess needs of the school (student, curriculum, and activities).
26	10	.8008	Teach reading as part of every subject or course.
27	29	.7979	Meet the academic, social, and emotional needs of students moving in or out of the school district.
28	42	.7947	Effectively communicate professional needs and wants to personnel within the school and/or district.
29	2	.7915	Develop a grouping plan which is appropriate to the needs of each student.
30	17	.7766	Understand and use information from students' confidential folders such as psychological, psychiatric, or medical reports.
31	50	.7757	Assume, with a positive attitude, his/her fair share of extra assignments assigned by administrators.
32	45	.7730	Be an effective participant on curriculum development committees.
33	43	.7625	Articulate the goals of his/her classroom program to other staff.
34	34	.7580	Teach students an understanding of their own culture and other cultures.
35	15	.7550	Conduct effective classroom guidance activities that help students with personal, educational, and vocational concerns.
36	41	.7550	Recognize the formal and informal decision-making processes within the school and within the district.

TABLE 14 (Continued)

Priority	Item Number	Need Index	Item
37	60	.7505	Effectively plan and implement a program utilizing parents and other community members as volunteers.
38	22	.7367	Predict the effects of his/her own behavior on school staff, students, and parents.
39	28	.7290	Meet the academic, social, and emotional needs of students experiencing death of relatives or friends.
40	9	.7002	Integrate career education information into the regular curriculum.

High-Low Quadrant

Priority	Item Number	Need Index	Item
1	6	.8929	Assess the current level of functioning of students in basic subject areas.
2	58	.8888	See the need for continued self-growth and education.
3	3	.8782	Use adequate testing measures and procedures to determine whether or not the student is thoroughly familiar with the content.
4	12	.8737	Use a wide variety of media effectively.
5	59	.8714	Act in accordance with the professional code of ethics.
6	23	.8701	Use the interpersonal skills of warmth, friendliness, and interest with students staff, and parents when appropriate.
7	54	.8360	Act in accordance with a personal code of ethics.
8	5	.8145	Use principles of growth and development to plan learning activities.

(17)

25

TABLE 14 (Continued)

Priority	Item Number	Need Index	Item
9	56	.7434	Articulate a well-defined philosophy of education.

Low-High Quadrant

Priority	Item Number	Need Index	Item
1	16	.6981	Collect and effectively utilize information from cumulative records including standardized achievement test scores, anecdotal records, and health records.
2	39	.6907	Develop leisure time interests of students.
3	64	.6857	Effectively participate in parent-teacher organizations.
4	36	.6809	Teach students to identify and analyze social problems of this country.
5	33	.6795	Teach students the values accepted in the local community.
6	51	.6781	Demonstrate an understanding of the roles of local, state, and national teacher organizations in the power structures of education.
7	21	.6491	Make appropriate student referrals to community agencies.
8	61	.6409	Represent the school as an active participant in community organizations.
9	62	.6389	Effectively stimulate classroom visitations by parents, grandparents, and other interested people.
10	57	.6169	Work to improve legislation related to education through positive political activity.

26

TABLE 14 (Continued)

Priority	Item Number	Need Index	Item
11	47	.6164	Work effectively with other staff to help plan extra-curricular activities for students.
12	25	.6153	Meet the academic, social, and emotional needs of drug abusers.
13	4	.5940	Develop instructional activities that allow the students to participate in selecting what and how they will learn.
14	53	.5578	Articulate the reasons for belonging to professional associations.
15	63	.5111	Speak to public groups on educational subjects about which he or she is knowledgeable.
16	52	.3729	Effectively participate in recruitment of teachers.

TEACHER EDUCATION PROGRAM PRACTICES SURVEY

Respondents were also presented with twenty-two statements about practices of teacher educators and teacher education programs (See Table 15).

The statements were adapted from items included in a survey of public school counselors developed by the reasearchers which were based on statements from articles in a number of issues of the Personnel and Guidance Journal, and the journal of Counselor Education and Supervision (Musselman 1976, Williamson 1975, Adkins 1977, Carr 1977, Pine 1975, Gysbers 1972, Berdie 1977, and Moracco 1977).

The statements generally reflect the following concepts:

1. Teacher educators should model the practices they are teaching.
2. Teacher educators should contribute to the improvement of educational practices.
3. Teacher education programs should prepare students for the realities of teaching.
4. Teacher education programs should equip teachers with a broad range of skills, knowledge, and understanding.
5. Teacher education programs should prepare students to apply theories taught.

The teachers were asked to view each statement as it relates to their own educational and work experience. They were asked to indicate the extent of their agreement with each statement by selecting the response, on a five point scale, that most clearly represented their feelings concerning what teacher education programs <u>should do</u>. The response choices were: (A) <u>To A Great Extent</u>, (B) <u>To A Moderate Extent</u>, (C) <u>To Some Extent</u>, (D) <u>To A Limited Extent</u>, and (E) <u>Not At All</u>.

Using the same five response choices, respondents were then asked to select the response for each statement that most clearly represented their feelings concerning what teacher education programs <u>actually do</u>.

For each of the twenty-two items, a "Should Index" and "Do Index" were calculated. The Should Index and the Do Index are both based on the following equation:

$$\text{Should Index or Do Index} = \frac{\text{To A Great Extent Responses} + \text{To A Moderate Extent Responses}}{\text{All Responses For The Item (Great Extent + Moderate Extent + Some Extent + A Limited Extent + Not At All)}}$$

Thus, the Should Index indicates the percent of respondents who believe teacher programs <u>should</u>, to a great or moderate extent, conduct certain practices.

The Do Index indicates the percent of respondents who believe teacher education programs <u>do</u> engage in certain practices to a great extent or to a moderate extent.

A 70% cutoff was established by researchers for both the Should Index and the Do Index.

The Should and Do indices for all respondents are reported in Table 16.

Thus, an item with a Should Index of .70 or higher would indicate that 70% or more of the respondents believe that teacher training programs should include that practice. A Do Index of .70 or higher would indicate that 70% or more of the respondents believe that teacher education programs do include the practice.

An item with both Should and Do indices of 70% or higher would indicate that respondents view the item as one that should be included in programs and that college educators do include in their programs.

An item with a Should Index of .70 or higher and a Do Index of below .70 would indicate a discrepancy between what 70% or more of the teachers believe should be done and what they believe is actually done.

A Should Index below .70 and a Do Index of .70 or above would indicate that fewer than the required 70% see the practice as one that should be done and 70% or more perceive the practice as one that colleges do.

Items with both a Should and Do Index below .70 would indicate that fewer than 70% of the teachers believe a practice should be accomplished, and that fewer than 70% of the teachers believe that the practice is included in programs.

Of the twenty-two items, twenty items have a Should Index of 70% or higher and two are lower (69.12 and 60.90). All twenty-two items have a Do Index of less than 70%.

Thus, for twenty items, using the standard of 70% established by the researchers, there is a discrepancy between what practices teachers believe should be and what they perceive as occurring in teacher education programs.

In conclusion, there appears to be a great disparity between those practices the teachers who responded to this survey believe should be and those they perceive as actually occurring in teacher preparation programs. These teachers, generally, do not view teacher educators as being as knowledgeable about problems and realities of teaching as they should be, or as helpful (via research and practical suggestions) in solving problems of the schools as they should be. The teachers further believe teacher education programs do not prepare them for the realities of teaching or provide them with as wide an array of skills and knowledge as is needed, to the extent they should. These teachers also feel that teacher education programs do not adequately bridge the gap between theory and reality.

TABLE 15
SURVEY ITEMS - TEACHER EDUCATION PROGRAMS

1. Understand the demands and restrictions placed on teachers by the schools where they work.
2. Teach the ideals of open relationships between teachers and students.
3. Prepare teachers to develop individual plans for as large a number of students as they are assigned.
4. Recognize that a school teacher cannot offer unlimited planning and individualized instruction to a large number of students.
5. Conduct research that is useful to teachers on the job.
6. Practice, themselves, the ideal of open relationships between teacher and students.
7. Have personnel on staff who have a record of successful educational experience in the public schools.
8. Emphasize that effective teaching cannot occur unless teachers can feel warm and genuinely interested in all of their students.
9. Teach theories of learning and instruction which are applicable to the majority of students in the public schools.
10. Associate with or identify with public schools more than they currently do.
11. Provide many practical ideas for improving school programs.
12. Prepare teachers to implement the concept of "career education" into different curricular areas and grade levels.
13. Provide students in teacher education programs an opportunity to actively participate in the planning and evaluation of their own education.
14. Prepare teachers to systematically plan, implement, and evaluate an instructional program in a classroom.
15. Provide help in clearly defining the role and function of public school teachers.
16. Recognize that incompatabilities exist between teaching ideologies taught and demands placed on teachers by schools and prepare the teachers for dealing with those incompatabilities.
17. Provide meaningful instruction in methods classes to develop and manage the broad range of teaching functions required in school settings.
18. Prepare teachers to teach in all types of settings by equipping them with a wide variety of teaching skills.

(21)

30

TABLE 15 (Continued)

19. Include useful courses concerning normal child growth and development.
20. Include useful courses in child and/or adolescent psychology.
21. Include practical student teaching experiences that help integrate theory with practice.
22. Adequately plan and sequence their courses to achieve maximum teaching skills upon graduation.

31

TABLE 16

TEACHER EDUCATION PROGRAMS

Item	Should Index	Do Index	Priority Quadrant
1.	84.69	33.95	HL
2.	75.67	40.12	HL
3.	69.12	28.99	LL
4.	78.37	25.99	HL
5.	70.99	20.45	HL
6.	82.13	33.47	HL
7.	85.59	42.80	HL
8.	82.65	47.84	HL
9.	80.08	53.61	HL
10.	72.52	28.03	HL
11.	84.86	27.37	HL
12.	60.90	19.42	LL
13.	70.75	25.10	HL
14.	84.63	34.57	HL
15.	75.92	32.51	HL
16.	85.65	16.15	HL
17.	91.37	27.27	HL
18.	92.21	22.68	HL
19.	84.22	55.56	HL
20.	83.16	55.35	HL
21.	92.62	62.27	HL
22.	89.95	41.44	HL

APPENDIX A

Category A - The Teacher As An Instructional Leader - 14 Items

	Priority Quadrant			
Group	HH	HL	LH	LL
All Teachers	9 (64.29%)	4 (38.57%)	1 (7.14%)	0
Senior High	8 (57.14%)	5 (35.71%)	1 (7.14%)	0
Junior High	9 (64.29%)	4 (38.57%)	1 (7.14%)	0
Elementary	9 (64.29%)	3 (21.43%)	2 (14.28%)	0

Category B - The Teacher As A Child Advocate And Advisor - 18 Items

	Priority Quadrant			
Group	HH	HL	LH	LL
All Teachers	14 (77.78%)	1 (5.50%)	3 (16.67%)	0
Senior High	13 (72.22%)	4 (22.22%)	1 (5.60%)	0
Junior High	16 (88.89%)	1 (5.60%)	1 (5.60%)	0
Elementary	16 (88.89%)	1 (5.60%)	1 (5.60%)	0

Category C - The Teacher As A Translator Of Society - 7 Items

	Priority Quadrant			
Group	HH	HL	LH	LL
All Teachers	4 (57.14%)	0	3 (42.86%)	0
Senior High	5 (71.43%)	0	2 (28.57%)	0
Junior High	3 (42.86%)	2 (28.57%)	2 (28.57%)	0
Elementary	5 (71.43%)	0	2 (28.57%)	0

Category D - The Teacher As A Member Of The Teaching Staff - 11 Items

	Priority Quadrant			
Group	HH	HL	LH	LL
All Teachers	10 (90.91%)	0	1 (9.10%)	0
Senior High	10 (90.91%)	0	1 (9.10%)	0
Junior High	9 (81.82%)	1 (9.10%)	1 (9.10%)	0
Elementary	10 (90.91)%	0	1 (9.10%)	0

APPENDIX A (Continued)

Category E - The Teacher As A Professional - 9 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	1 (11.11%)	4 (44.44%)	4 (44.44%)	0
Senior High	2 (22.22%)	4 (44.44%)	3 (33.33%)	0
Junior High	1 (11.11%)	4 (44.44%)	4 (44.44%)	0
Elementary	1 (11.11%)	4 (44.44%)	4 (44.44%)	0

Category F - The Teacher As A School-Community Liaison - 6 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	2 (33.33%)	0	4 (66.67%)	0
Senior High	1 (16.67%)	0	5 (83.33%)	0
Junior High	1 (16.67%)	0	5 (83.33%)	0
Elementary	4 (66.67%)	0	2 (33.33%)	0

(23)

All Categories - 65 Items

Group	Priority Quadrant HH	HL	LH	LL
All Teachers	40 (61.54%)	9 (13.85%)	16 (24.61%)	0
Senior High	39 (60.00%)	13 (20.00%)	13 (20.00%)	0
Junior High	39 (60.00%)	12 (18.46%)	14 (21.54%)	0
Elementary	45 (69.23%)	8 (12.31%)	12 (18.46%)	0

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MILLARD PUBLIC SCHOOLS

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May, 1978

Dear Teacher:

Please excuse the form letter, but we are contacting a large number of full-time teachers from suburban schools in the Omaha area and that is a rather large sample to contact individually.

We are asking you to participate in a research project which we feel can have significant importance. We are interested in finding out how teachers view the adequacy of their college training.

We fully recognize that many teachers have enhanced their professional skills, over-and-above what their college training courses provided, by participation in workshops, in-service, reading, and work experiences. For the purpose of this study, however, please respond to the survey in terms of your college training only.

We think information from this study will enable us to assess if there is a need for colleges to do a better job of preparing teachers for actual service in the school and may, eventually, result in some improvements in our professional status.

We are asking that you take a little time from your busy schedule to fill out the enclosed survey and return it to your building secretary in the enclosed envelope as soon as possible.

We will not use your name or the name of your school in the reporting of the results. Each school will be provided with a copy of any publications that may result from this study.

We appreciate your help in this project.

Thanks again.

Dr. Dennis Harding, Director
Pupil Personnel Services

Kathleen C. Dodge, M.S.
Certified School Psychologist

Dr. Thomas Henneman, Assistant
Superintendent of Instruction

Kay Kronholm
Elementary School Counselor
Elementary Vice-President - C.S.C.A.

DEMOGRAPHIC INFORMATION INDEX

Please place your one most appropriate response in the answer space at the left-hand margin of this index.

____A. Sex:
1. Female
2. Male

____B. Age:
1. 21-25
2. 26-30
3. 31-35
4. 36-40
5. 41-45
6. 46 and above

____C. Education: My highest degree obtained:
1. B.A. or B.S.
2. M.A. or M.S.
3. M.A. or M.S. + 30 semester hours
4. Ed. Specialist
5. Ed.D. or Ph.D.

____D. Date you received last college degree.
1. 1957 or before
2. 1958-1962
3. 1963-1967
4. 1968-1972
5. 1973-1977

____E. Experience: Number of years you have functioned as a teacher:
1. 1-2
2. 3-5
3. 6-10
4. More than 10

____F. Area of teaching specialization:
1. Science
2. Math
3. Social Studies
4. English-Language Arts
5. Music
6. Art
7. Physical Education
8. Vocational Education
9. Elementary Education
10. Special Education
11. Other (specify)_____

____G. Place you received teaching degree.
1. From college/university in state where currently employed.
2. From college/university in state other than where currently employed.

____H. Employment Setting
1. Elementary School(s)
2. Junior High/Middle School
3. High School
4. All Grades

____I. School Enrollment: What is the approximate enrollment of the school(s) where you are a teacher?
1. 1-199
2. 200-499
3. 500-799
4. 800-1,099
5. 1,100-1,399
6. 1,400-1,699
7. 1,700-1,999
8. 2,000 or more

____J. Size of School District: What is the approximate enrollment of the school district where you are a teacher?
1. 1-199
2. 200-499
3. 500-999
4. 1,000-4,999
5. 5,000-9,999
6. 10,000-14,999
7. 15,000-19,999
8. 20,000 or more

NEEDS ASSESSMENT SURVEY-COLLEGE PREPARATION

By participating in this survey, you can help assess the adequacy of the college courses you have taken to prepare you to do your job as a teacher.

In successfully completing your job assignment, there are certain professional needs and job responsibilities you will want to meet in order to do a good job as a teacher. Some of your needs are strong and some are weak, depending on your professional orientation and what is asked of you by your school system.

You are asked to indicate the extent to which your professional and job-related needs have been met by formal college courses you have taken. Some of your needs have probably been met, totally or partially, by college courses while other needs perhaps have not been met at all.

Please read the directions before responding to the survey statements.

DIRECTIONS:

1. First read the statement and consider it carefully.
2. If you decide you currently have no need, circle the number 1 to the left of the statement under the column No Need.
3. If you decide you currently have a need, circle the number of your choice (2, 3, or 4) to the left, under Degree of Need.
4. For each statement, circle a number under the Adequacy of College Preparation choices to the right of each statement, even if you currently have no need.

PROFESSIONAL RESPONSIBILITIES — DEGREE OF NEED					ADEQUACY OF COLLEGE PREPARATION — THE NEED WAS		
NO NEED	A WEAK NEED	A MODERATE NEED	A STRONG NEED	JOB RESPONSIBILITIES — THE TEACHER SHOULD RECEIVE PREPARATION TO:	MET	PARTIALLY MET	NOT MET
1	2	3	4		1	2	3
EXAMPLE:							
1	2	3	(4)	1. Develop individualized learning packets.	(1)	2	3
PLEASE PROCEED TO THE REMAINING ITEMS.							
1	2	3	4	1. Develop curriculum materials and plan instructional activities that will meet the unique needs of each boy and girl in the classroom.	1	2	3
1	2	3	4	2. Develop a grouping plan which is appropriate to the needs of each student.	1	2	3
1	2	3	4	1. Use adequate testing measures and procedures to determine whether or not the student is thoroughly familiar with the content.	1	2	3

PROFESSIONAL RESPONSIBILITIES — DEGREE OF NEED					ADEQUACY OF COLLEGE PREPARATION — THE NEED WAS		
NO NEED	A WEAK NEED	A MODERATE NEED	A STRONG NEED	JOB RESPONSIBILITIES — THE TEACHER SHOULD RECEIVE PREPARATION TO:	MET	PARTIALLY MET	NOT MET
1	2	3	4	4. Develop instructional activities that allow the students to participate in selecting what and how they will learn.	1	2	3
1	2	3	4	5. Use principles of growth and development to plan learning activities.	1	2	3
1	2	3	4	6. Assess the current level of functioning of students in basic subject areas.	1	2	3
1	2	3	4	7. Plan effective instructional activities based on educational diagnosis.	1	2	3
1	2	3	4	8. Evaluate the effectiveness of instructional activities.	1	2	3
1	2	3	4	9. Integrate career education information into the regular curriculum.	1	2	3
1	2	3	4	10. Teach reading as part of every subject or course.	1	2	3
1	2	3	4	11. Plan and implement strategies that adequately motivate all students.	1	2	3
1	2	3	4	12. Use a wide variety of media effectively.	1	2	3
1	2	3	4	13. Use effective classroom management techniques.	1	2	3
1	2	3	4	14. Assess, diagnose, and remediate students' learning difficulties.	1	2	3
1	2	3	4	15. Conduct effective classroom guidance activities that help students with personal, educational, and vocational concerns.	1	2	3
1	2	3	4	16. Collect and effectively utilize information from cumulative records including standardized achievement test scores, anecdotal records, and health records.	1	2	3

PROFESSIONAL RESPONSIBILITIES — DEGREE OF NEED				JOB RESPONSIBILITIES — THE TEACHER SHOULD RECEIVE PREPARATION TO:	ADEQUACY OF COLLEGE PREPARATION — THE NEED WAS		
NO NEED	A WEAK NEED	A MODERATE NEED	A STRONG NEED		MET	PARTIALLY MET	NOT MET
1	2	3	4	17. Understand and use information from students' confidential folders such as psychological, psychiatric, or medical reports.	1	2	3
1	2	3	4	18. Conduct effective parent conferences.	1	2	3
1	2	3	4	19. Assess student behavioral and social problems.	1	2	3
1	2	3	4	20. Make appropriate student or family referrals to specialized services within the school such as the guidance counselor and other specialists.	1	2	3
1	2	3	4	21. Make appropriate student referrals to community agencies.	1	2	3
1	2	3	4	22. Predict the effects of his/her own behavior on school staff, students, and parents.	1	2	3
1	2	3	4	23. Use the interpersonal skills of warmth, friendliness, and interest with students, staff, and parents when appropriate.	1	2	3
1	2	3	4	24. Understand laws, as they relate to parent and student rights, student records, and confidentiality.	1	2	3
1	2	3	4	25. Meet the academic, social, and emotional needs of drug abusers.	1	2	3
1	2	3	4	26. Meet the academic, social, and emotional needs of students from single parent families.	1	2	3
1	2	3	4	27. Meet the academic, social, and emotional needs of students who are discipline problems.	1	2	3
1	2	3	4	28. Meet the academic, social, and emotional needs of students experiencing death of relatives or friends.	1	2	3
1	2	3	4	29. Meet the academic, social, and emotional needs of students moving in or out of the school district.	1	2	3

PROFESSIONAL RESPONSIBILITIES — DEGREE OF NEED					ADEQUACY OF COLLEGE PREPARATION — THE NEED WAS		
NO NEED	A WEAK NEED	A MODERATE NEED	A STRONG NEED	JOB RESPONSIBILITIES — THE TEACHER SHOULD RECEIVE PREPARATION TO:	MET	PARTIALLY MET	NOT MET
1	2	3	4	30. Meet the academic, social, and emotional needs of students experiencing abuse and neglect.	1	2	3
1	2	3	4	31. Meet the academic, social, and emotional needs of special education students mainstreamed in the classroom.	1	2	3
1	2	3	4	32. Meet the academic, social, and emotional needs of students with family problems such as a divorce, alcoholism, etc.	1	2	3
1	2	3	4	33. Teach students the values accepted in the local community.	1	2	3
1	2	3	4	34. Teach students an understanding of their own culture and other cultures.	1	2	3
1	2	3	4	35. Teach skills and attitudes which will prepare students to live in a changing democratic society.	1	2	3
1	2	3	4	36. Teach students to identify and and analyze social problems of this country.	1	2	3
1	2	3	4	37. Teach problem-solving skills to students.	1	2	3
1	2	3	4	38. Teach skills in cooperation and provide opportunities for students to learn to work effectively as group members.	1	2	3
1	2	3	4	39. Develop leisure time interests of students.	1	2	3
1	2	3	4	40. Develop effective working relationships with administrative and supervisory personnel.	1	2	3
1	2	3	4	41. Recognize the formal and informal decision-making processes within the school and within the district.	1	2	3
1	2	3	4	42. Effectively communicate professional needs and wants to personnel within the school and/or district.	1	2	3
1	2	3	4	43. Articulate the goals of his/her classroom program to other staff.	1	2	3

PROFESSIONAL RESPONSIBILITIES — DEGREE OF NEED					ADEQUACY OF COLLEGE PREPARATION — THE NEED WAS		
NO NEED	A WEAK NEED	A MODERATE NEED	A STRONG NEED	JOB RESPONSIBILITIES — THE TEACHER SHOULD RECEIVE PREPARATION TO:	MET	PARTIALLY MET	NOT MET
1	2	3	4	44. Develop program goals that fit in the sequence of skills and objectives of previous and subsequent courses.	1	2	3
1	2	3	4	45. Be an effective participant on curriculum development committees.	1	2	3
1	2	3	4	46. Help assess needs of the school (student, curriculum, and activities).	1	2	3
1	2	3	4	47. Work effectively with other staff to help plan extra-curricular activities for students.	1	2	3
1	2	3	4	48. Respond with understanding to the needs and concerns of other staff members.	1	2	3
1	2	3	4	49. Work cooperatively with specialists such as psychologists, counselors, and special education staff.	1	2	3
1	2	3	4	50. Assume, with a positive attitude, his/her fair share of extra assignments assigned by administrators.	1	2	3
1	2	3	4	51. Demonstrate an understanding of the roles of local, state, and national teacher organizations in the power structures of education.	1	2	3
1	2	3	4	52. Effectively participate in recruitment of teachers.	1	2	3
1	2	3	4	53. Articulate the reasons for belonging to professional associations.	1	2	3
1	2	3	4	54. Act in accordance with a personal code of ethics.	1	2	3
1	2	3	4	55. Conduct classroom research to improve his/her own teaching skills.	1	2	3
1	2	3	4	56. Articulate a well-defined philosophy of education.	1	2	3

PROFESSIONAL RESPONSIBILITIES — DEGREE OF NEED				JOB RESPONSIBILITIES — THE TEACHER SHOULD RECEIVE PREPARATION TO:	ADEQUACY OF COLLEGE PREPARATION — THE NEED WAS		
NO NEED	A WEAK NEED	A MODERATE NEED	A STRONG NEED		MET	PARTIALLY MET	NOT MET
1	2	3	4	57. Work to improve legislation related to education through positive political activity.	1	2	3
1	2	3	4	58. See the need for continued self-growth and education.	1	2	3
1	2	3	4	59. Act in accordance with the professional code of ethics.	1	2	3
1	2	3	4	60. Effectively plan and implement a program utilizing parents and other community members as volunteers.	1	2	3
1	2	3	4	61. Represent the school as an active participant in community organizations.	1	2	3
1	2	3	4	62. Effectively stimulate classroom visitations by parents, grandparents, and other interested people.	1	2	3
1	2	3	4	63. Speak to public groups on educational subjects about which he or she is knowledgeable.	1	2	3
1	2	3	4	64. Effectively participate in parent-teacher organizations.	1	2	3
1	2	3	4	65. Provide parents with activities and information they may use at home to reinforce efforts of the school.	1	2	3

TEACHER EDUCATION PROGRAMS

Below are some statements about teacher education programs as they relate to teachers' experiences. Your task is to rate these statements as they relate to your own educational and work experiences.

Please read the directions before responding to the survey statements.

DIRECTIONS:

1. First read the statement and consider it carefully.
2. Note there are five responses to the left of each statement. Indicate the extent of your agreement with each statement by selecting the response that most clearly represents your feelings concerning what teacher education programs <u>should</u> do.
3. Then, note that there are five responses to the right of each statement. Indicate the extent of your agreement with each statement by selecting the response that most clearly represents your feelings concerning what teacher education programs <u>actually do</u>, and circle the letter immediately under the response selected.

TEACHER EDUCATORS AND THEIR PROGRAMS SHOULD:						TEACHER EDUCATORS AND THEIR PROGRAMS DO:				
TO A GREAT EXTENT	TO A MODERATE EXTENT	TO SOME EXTENT	TO A LIMITED EXTENT	NOT AT ALL		TO A GREAT EXTENT	TO A MODERATE EXTENT	TO SOME EXTENT	TO A LIMITED EXTENT	NOT AT ALL
a	b	c	d	e		a	b	c	d	e
EXAMPLE:										
(a)	b	c	d	e	1. Prepare teachers to understand and use scholarly research.	(a)	b	c	d	e
PLEASE PROCEED TO THE REMAINING ITEMS.										
a	b	c	d	e	1. Understand the demands and restrictions placed on teachers by the schools where they work.	a	b	c	d	e
a	b	c	d	e	2. Teach the ideals of open relationships between teachers and students.	a	b	c	d	e
a	b	c	d	e	3. Prepare teachers to develop individual plans for as large a number of students as they are assigned.	a	b	c	d	e
a	b	c	d	e	4. Recognize that a school teacher cannot offer unlimited planning and individualized instruction to a large number of students.	a	b	c	d	e

TEACHER EDUCATORS AND THEIR PROGRAMS SHOULD:						TEACHER EDUCATORS AND THEIR PROGRAMS DO:				
TO A GREAT EXTENT	TO A MODERATE EXTENT	TO SOME EXTENT	TO A LIMITED EXTENT	NOT AT ALL		TO A GREAT EXTENT	TO A MODERATE EXTENT	TO SOME EXTENT	TO A LIMITED EXTENT	NOT AT ALL
a	b	c	d	e	5. Conduct research that is useful to teachers on the job.	a	b	c	d	e
a	b	c	d	e	6. Practice, themselves, the ideal of open relationships between teacher and students.	a	b	c	d	e
a	b	c	d	e	7. Have personnel on staff who have a record of successful educational experience in the public schools.	a	b	c	d	e
a	b	c	d	e	8. Emphasize that effective teaching cannot occur unless teachers can feel warm and genuinely interested in all of their students.	a	b	c	d	e
a	b	c	d	e	9. Teach theories of learning and instruction which are applicable to the majority of students in the public schools.	a	b	c	d	e
a	b	c	d	e	10. Associate with or identify with public schools more than they currently do.	a	b	c	d	e
a	b	c	d	e	11. Provide many practical ideas for improving school programs.	a	b	c	d	e
a	b	c	d	e	12. Prepare teachers to implement the concept of "career education" into different curricular areas and grade levels.	a	b	c	d	e
a	b	c	d	e	13. Provide students in teacher education programs an opportunity to actively participate in the planning and evaluation of their own education.	a	b	c	d	e
a	b	c	d	e	14. Prepare teachers to systematically plan, implement, and evaluate an instructional program in a classroom.	a	b	c	d	e
a	b	c	d	e	15. Provide help in clearly defining the role and function of public school teachers.	a	b	c	d	e

TEACHER EDUCATORS AND THEIR PROGRAMS SHOULD:						TEACHER EDUCATORS AND THEIR PROGRAMS DO:				
TO A GREAT EXTENT	TO A MODERATE EXTENT	TO SOME EXTENT	TO A LIMITED EXTENT	NOT AT ALL		TO A GREAT EXTENT	TO A MODERATE EXTENT	TO SOME EXTENT	TO A LIMITED EXTENT	NOT AT ALL
a	b	c	d	e	16. Recognize that incompatibilities exist between teaching ideologies taught and demands placed on teachers by schools and prepare the teachers for dealing with those incompatibilities.	a	b	c	d	e
a	b	c	d	e	17. Provide meaningful instruction in methods classes to develop and manage the broad range of teaching functions required in school settings.	a	b	c	d	e
a	b	c	d	e	18. Prepare teachers to teach in all types of settings by equipping them with a wide variety of teaching skills.	a	b	c	d	e
a	b	c	d	e	19. Include useful courses concerning normal child growth and development.	a	b	c	d	e
a	b	c	d	e	20. Include useful courses in child and/or adolescent psychology.	a	b	c	d	e
a	b	c	d	e	21. Include practical student teaching experiences that help integrate theory with practice.	a	b	c	d	e
a	b	c	d	e	22. Adequately plan and sequence their courses to achieve maximum teaching skills upon graduation.	a	b	c	d	e

PLEASE FEEL FREE TO MAKE ANY COMMENTS THAT WILL HELP US WITH THIS RESEARCH PROJECT.